



Hampstead Stage Company
Robin Hood -Educational Materials
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Robin Hood: Legends and Storytelling

Summary:

This interactive workshop teaches students the definition of a “legend” and shares Robin Hood’s legendary history. Students are then guided in writing their own legends and acting them out with the help of their peers.

Grades: 3-5

Time: 45-60 minutes

Materials:

- Paper and pens/pencils for students to write with

Introduction (7-10 minutes):

- Gather students in a circle or preferred seating
- Have students **turn and talk** to their neighbor (or neighbors if there is an odd number of students) about the following prompt: **What is a legend?** Let students know they have two minutes (feel free to set a timer to keep everyone on task) to come up with a definition with their partner(s) to share with the class. You may prompt students to think about legends they have encountered such as “The Legend of Sleepy Hollow”, “The Legend of Paul Bunyan”, and even the legend of Robin Hood. What do these stories have in common?
- After the two minutes is up, have everyone (or a few volunteer groups if time is limited), share their definitions. If possible, teacher or student helper should record answers on board or poster paper so everyone in the class can see them. After all the definitions have been shared, give students the formal definition (if it has not already been stated):

Definition: Legend → A story handed down through generations, often focusing on the heroic acts of one person. It is often considered to be history; however, it cannot be verified as true.

Note: A person who inspires such a story can also be called a “legend”

- *Robin Hood and his story are both legends.*
- **Share some background history on the legend of Robin Hood:**
 - As early as the 13th century (Medieval times) terms like “Robehod”, “Rabunhod”, and “Robynhod” were used as nicknames for outlaws, which led many scholars to believe



- that these names were inspired by a real-life outlaw, a fictitious one, or some combination of both.
- Many poems, songs, and stories that celebrate Robin Hood have been passed down from generation to generation for more than 800 years. Film makers, playwrights, and writers still create and tell stories about Robin Hood today.
- What's interesting is that, even though it cannot be proven, many people assume that Robin Hood was real and part of history. Thus, he and his story are legends.
- Today, we are going to write and perform our own legends in the spirit of *Robin Hood*)

Writing Legends (20-30 minutes):

Brainstorming as a Group (5 minutes):

- As a class, ask students to brainstorm problems in school, community, or nationwide that need to be solved. As ideas are shared, teacher or student helper should record the answers on the board or poster paper so that all the ideas are visible.
- As a class, have everyone vote on the issue they would most like to write about. The issue that gets the most votes will become the topic for the writing prompts. Note -depending on students and topics, one could also let students pick their topic or give a choice between two or three topics.

Individual Freewriting (5 minutes):

- Have students freewrite on the following topics in the set amount of time. When freewriting, remind students that the goal is to keep writing for the set amount of time and to write whatever ideas come up. If they cannot think of anything to write, they should write "I cannot think of anything to write" until a new idea comes to them. The prompts are as follows:
 - **Who is the hero that will solve this problem?** (Write for two minutes)
 - **What personal qualities do they possess that make them the perfect person to do this?** (Write for two minutes)
 - **How will your hero solve this problem?** (Write for one minute)

Students Write First Drafts of Legends (10-20 minutes):

- Now that students have some ideas for their legend, give them time to write a first draft of the story.
- The legends do not need to be very long. Students should focus their writing on:
 - Introducing the problem
 - Introducing the hero, and what qualities they possess that make them able to solve the problem.
 - How the hero solves the problem
 - How the world/community/class is better now that the problem has been solved.



- Remind students that legends are stories from the past, so as they are writing, they should act as though they are in the future, writing about the present day as the past.
- As class time allows, students may revise drafts as desired, however, this is not necessary.

Performing Legends (10-15 minutes):

- If time allows, students may use the following storytelling game to share their legends. If time is limited, students may also simply break into smaller groups so that each student has the chance to share their legend or a few volunteers may share their legends with the whole class.
- **Activity: Storytelling with Poses**
 - Break students into groups of 4-5.
 - Each student should share their legend with their group.
 - Groups then vote on which story they would like to perform for the whole class (if time allows, groups could perform all the stories)
 - Students break the legend into smaller chunks (1-3 sentences). As a group, they create one pose to go with each chunk of text. For instance, if the students were retelling *Robin Hood*, when Robin Hood shoots one of his arrows, the group could pose like they are archers drawing back their bows.
 - Each student in the group should narrate and lead the pose for one part of the text.
 - Once students have decided who will say which parts and what poses they will do, they should practice telling the story a few times.
 - When it is time for the groups to share, the entire class can participate by striking the poses of the group as they tell each part of the story.

Reflection Questions (5 minutes):

- What qualities did you notice about the heroes in our legends?
- Heroes in legends are often just ordinary people. How can you use your own talents and skills to solve some of the problems in the legends we heard today?